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ABSTRACT

Shootings in schools have alarmed parents, teachers, students, community leaders, administrators, and law-enforcement officials. Issues of violence and the presence of weapons in schools will surface as the new school year starts. Local news media will want to know what school and law-enforcement officials have done to ensure that school shootings or other violence will not happen in the community. There are no quick and easy solutions to these issues, but many things can be done to prevent violence, including collaboration between educators, law enforcement, and community. This document is designed as a guide for beginning or enhancing programs and strategies for preventing school and community violence. Many of these program and policy alternatives have been field tested and evaluated. The guide contains key background information, program and policy recommendations on how police and principals can work together, a list of suggested steps for taking action, and examples of how various schools across the country have organized their work in violence prevention. It concludes with a resource list and bibliography providing additional ideas and options. The appendix contains a sample letter to caring parents. (RT)

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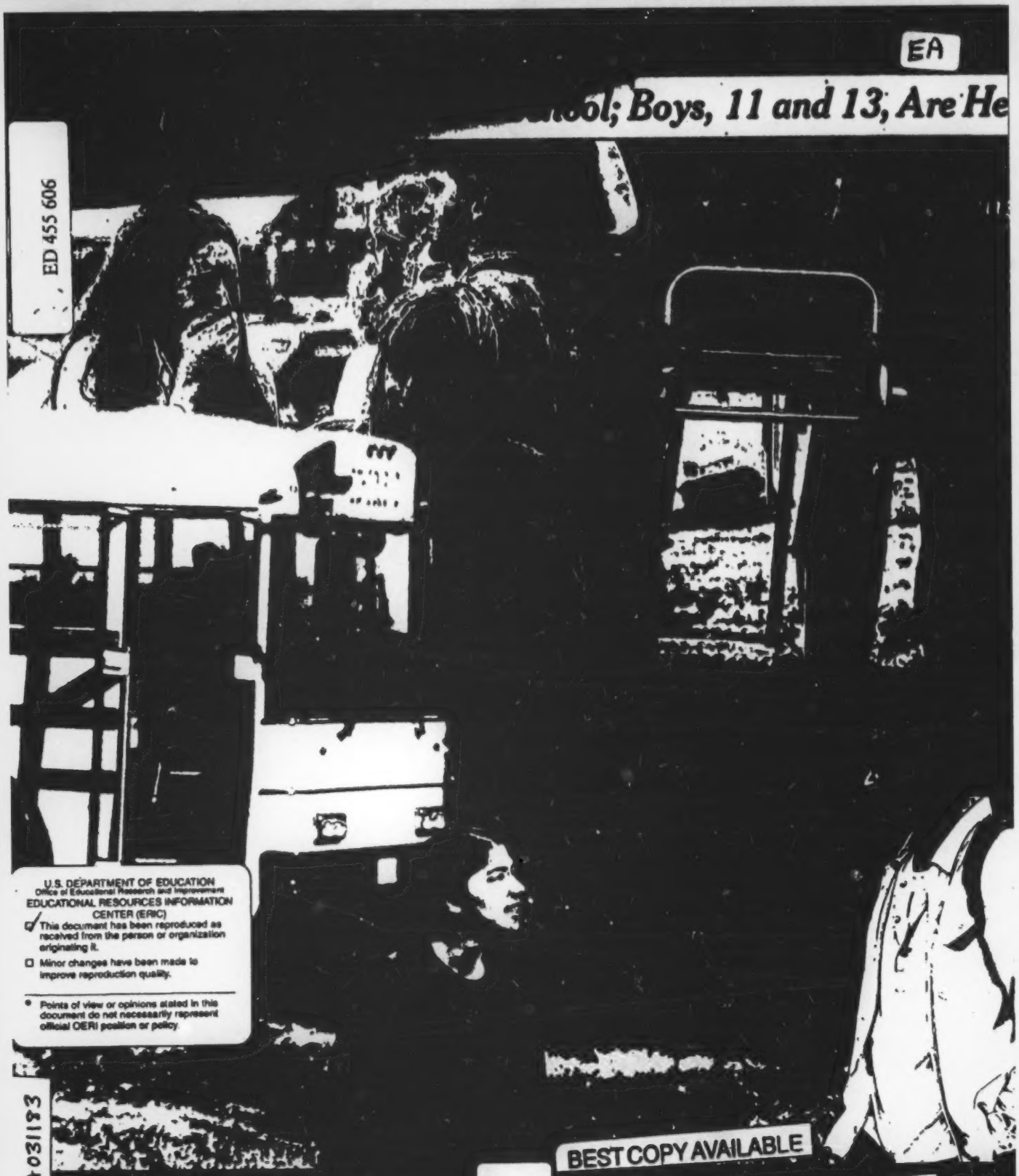

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safer schools

STRATEGIES FOR EDUCATORS AND LAW ENFORCEMENT SEEKING TO PREVENT VIOLENCE WITHIN SCHOOLS

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The National Crime Prevention Council is a private, nonprofit tax-exempt [501(c)(3)] organization whose principal mission is to enable people to prevent crime and build safer, more caring communities. NCPC publishes books, kits of camera-ready program materials, posters, and informational and policy reports on a variety of crime prevention and community-building subjects. NCPC offers training, technical assistance, and national focus for crime prevention: it acts as secretariat for the Crime Prevention Coalition of America, more than 117 national, federal, and state organizations committed to preventing crime. It also operates demonstration programs and takes a major leadership role in youth crime prevention. NCPC manages the McGruff "Take A Bite Out Of Crime" public service advertising campaign, which is substantially funded by the Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice. Proceeds from the sale of materials funded by public sources are used to help support NCPC's work on the National Citizens' Crime Prevention Campaign.

The International Association of Chiefs of Police (IACP) is the world's oldest and largest nonprofit membership organization of police executives, with approximately 17,000 members in 109 countries. IACP's leadership consists of the operating chief executives of international, federal, state, and local agencies of all sizes. Founded in 1893, the association's goals, as stated in the constitution, are to advance the science and art of police services; to develop and disseminate improved administrative, techincal, and operational practices and promote their use in police work; to foster police cooperation and the exchange of information and experience among police administrators throughout the world; to bring about recruitment and training in the police profession of qualified persons; and to encourage adherence of all police officers to high professional standards of performance and conduct.

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DEAR SCHOOL AND LAW ENFORCEMENT LEADER:

Shootings in schools have alarmed parents, teachers, students, community leaders, administrators, and law enforcement officials. As you begin the new school year, the issues of violence and the presence of weapons in schools will no doubt surface. School officials will have to contend with the usual back-to-school reports in the news media, many of which will focus on school safety. Your local media will want to know what school and law enforcement officials have done to ensure that school shootings or other violence will not happen in your community.

The answer is complex; there are no quick and easy solutions. But collaboration between educators and law enforcement is essential. Many things can be done to prevent school violence. To be successful, prevention programs must address how students deal with anger and conflict; how students get access to weapons (guns, knives, etc.); and how prevention programs need to involve all members of the community—educators, law enforcement, parents, clergy, etc.

The National Crime Prevention Council and the International Association of Chiefs of Police, with help from law enforcement officers and school administrators and support from the Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice, created this document to help you begin or enhance programs and strategies that will prevent violence in your school and community. It contains key background information; a sample letter to caring adults (Appendix A); and program and policy recommendations that have been implemented in various schools across the country. Many of these program and policy alternatives have been field tested and evaluated. The recommendations are not exhaustive, yet we hope these programs and policy suggestions will enhance your efforts to maintain safe and secure schools. For additional ideas and options, the publication contains a resource list and bibliography. Feel free to reproduce any and all material in this publication.

BACKGROUND

Administrators, teachers, parents, students, law enforcement, and community leaders all want to keep schools safe and free from the fear and aftermath of violence so that learning can occur. Children cannot learn in a culture of fear, and they have the right to be educated in a safe environment. Unfortunately, schools were not initially designed to prevent crime, violence, and the presence of guns or other weapons. But we must not overreact. Most schools are safe. Most school administrators and law enforcement officials are working to make schools safer. But there is more we all can and must do. To that end, we recommend short-term practices and programs and long-term policies that can help you achieve your safety goals. The advice that follows is based on the principle that everyone can and must play a part.

Indicators of Crime, Violence, and Drug Abuse

Understand and communicate indicators for the potential of crime, violence, and drug abuse to teachers, parents, and community leaders.

These indicators include the following:

- Grades begin to fall off
- Change in friends
- Child spends a lot of time alone (depression)
- Cruelty to animals
- Sudden change in clothing or style of dress
- Access to large amounts of cash
- Shortened temper and sudden outbursts of anger
- Fascination with weapons
- Threats of violence to self or others
- Persistent disregard for or refusal to follow rules
- Involvement with or interest in gangs
- History of bullying
- Expressions of violence in drawings and writings

No one indicator should be reason for alarm or concern. Multiple indicators suggest increased potential risk of a student participating in violence or using drugs. These behaviors usually appear suddenly, but they may evolve over a period of time. Look for multiple indicators.

Working Together Works Wonders!

Bibb County, Georgia, whose county seat is Macon, was confronted with a dramatic increase in weapons found on its school campuses. The Bibb County Board of Education, rather than tackle the signs of violence piecemeal, formed a school safety task force that included school district police officers, city police officers, school employees, parents, students, and area residents. That task force developed a comprehensive community policing plan that included a variety of both prevention and intervention measures, such as educational programs, posters, signs, videos, random classroom searches, locker searches, and use of a gun detection dog. Results were remarkable: over four years, a 70 percent reduction in student weapons violations and an 83 percent drop in the overall incident rate.

HOW POLICE AND PRINCIPALS CAN WORK TOGETHER

Launching or strengthening police-principal partnerships, which also include civic leaders, parents, and students, can highlight prevention actions already underway; spur interest in more preventive measures; and reduce crime, victimization, and fear. Many of you in the education and criminal justice communities have begun prevention programs. This document, which may confirm current policies and practices or spur new ideas, intends to convey

- The look and value of a school-law enforcement partnership;
- Action steps for policies, procedures, and programs;
- Specific indicators for risk behaviors associated with violence, crime, and drug abuse; and
- Strategies for involving youth in efforts to prevent violence, crime, and drug abuse.

Why Tackle It Together?

The best reason for working together is that you share responsibility for the safety of the school and the community it serves. Schools and communities interact; one cannot be safe unless the other is safe. Principals can find out what help law enforcement can offer, such as maintaining order and mentoring youth; law enforcement can better understand school processes and problems, such as disciplinary policies and parental pressures regarding school safety. Emergency procedures can be agreed upon in advance.

You will also have mutual goals, more power to persuade others to change and to get involved, and greater information sources for solutions. This partnership serves as the base for an expanded partnership that can include teachers, students, and civic entities such as social service agencies, businesses, faith communities, and others.

The Key Partnership

The key partners in this endeavor are the senior school building official and the senior law enforcement official for the area or jurisdiction in which the school is located. The match should be one to one; it should focus around the school and its surrounding neighborhood; the partners should have decision-making authority.

Most policies cannot be enacted unilaterally; they require endorsement and support from policy makers such as school boards and city councils. State and local laws and court decisions set parameters for law enforcement agencies; school board decisions and superintendents' directives must be followed by principals. Early involvement in this process by policy makers will increase the likelihood of policies and procedures being endorsed and supported. That support will be critical when parents, students, or community leaders seek explanations for changes in policies, programs, or procedures.

The senior school building official and the senior law enforcement official should meet to discuss common areas of interest and ways to work together throughout the school system and nearby neighborhoods. Working together in this partnership means

- establishing agreements and understandings about policies and procedures;
- developing both preventive and problem-solving strategies;

- keeping each other informed of activities and issues that touch on security and safety;
- encouraging close communication between your agencies; and
- reviewing progress.

Starting or Building a Partnership

If there is no partnership

- Set up a short initial appointment to talk about school safety and security;
- Review actions that require policy changes;
- Discuss issues or problems with respect to the building, students, and staff;
- Identify additional community partners;
- Review elements of collaboration among the cooperating agencies;
- Consider drawing up a memorandum of understanding covering certain key issues (e.g., day-to-day operations and crises; reporting weapons or concerns about them; following up to ensure that troubled students get help; coordinating responses to incidents);
- Agree on a regular communication schedule and what data you will share; and
- Get your partnership moving with some early action steps.

Who Else Should Be Partnering With You?

Establish a Safe School Committee that includes staff, students, and parents as well as business and faith community representatives and civic leaders. This committee can help identify immediate actions as well as draw up longer-term plans. The committee can take on a number of tasks and provide links with a variety of groups. Invite the committee to create a vision of what a "safe school" means and to help develop a consensus among students, staff, and parents about making that vision a reality. That vision and its goals can focus energy toward improvement and prevention rather than reaction. Students are critical and often overlooked partners They are close to the action, have high energy, don't like being afraid to go to school, and are ready to help. A national Harris poll showed that almost nine out of ten teenagers want to get involved with the kinds of programs that prevent violence and other crimes.[1]

Beyond the committee, reach out to others. Here are some people you may want to enlist:

- parents and parent groups
- business leadership
- all school building staff
- student clubs and activity groups
- area youth center staff
- local community policing officers
- D.A.R.E. and GREAT officers
- social service agency representatives
- juvenile probation and court staff
- fire and rescue departments
- civic club and association members
- school resource officers

Assess Problems and Assets

Fear of crime can cripple any community, including a school community, much more severely than the actual incidence of crime would warrant. Survey students, staff, and parents about their concerns and fears. Ask local residents and business people familiar with the school about crime-related issues in and around the campus.

After surveying the community, share data and reports. Highlight the problems you believe are most urgent. Compare lists. Anything you agree on is probably in the top three or four problems you need to work on together.

While you examine problems, don't forget to inventory assets. There are many. You can call on such positives as:

- number of students involved in school activities;
- police officers who see the school as a community;
- staffs willing to work together on these problems;
- neighborhood and business commitment to the school; and
- parent support for the school.

TAKE ACTION

The following list represents ideas from your colleagues around the nation. Not all of these ideas will be right for any single school-law enforcement partnership or for any particular community. But they offer starting points for action. For your convenience, we've divided them into three sections:

A. Policies and Procedures

B. Training and Public Education

C. Programs

Rank each item on a scale of one to five to help you prioritize your action steps.

A. Policies and Procedures

___ Law enforcement and school principals should decide what is to be done about weapons present in schools.

___ Firmly enforce zero-tolerance policies toward weapons, alcohol, and other illegal drugs, as well as bans on tobacco use, if they are in place. Enforce local laws as well as school policies. Provide alternatives to suspensions where possible and appropriate.

___ Develop protocols between the law enforcement agency and the school about ways to share information on at-risk youth and what is to be shared.

___ Identify data you need, what you can share, and what needs to be gathered. Work together as much as possible on gathering it.

___ Establish agreements and systems for communications in emergency situations, including cell phone links, radio communication, and other systems, as well as who to call and what to say.

___ Establish policies that anything illegal off campus is illegal on campus, emphasizing that school will not be a haven for misbehavior.

___ Determine how and to whom and what kinds of crimes or other incidents will be reported. Develop a record-keeping and data gathering system that helps both law enforcement and schools identify progress and recognize and head off problems.

"On the Scene" Can Spell Success

What's among the most promising ideas in the country right now? Not metal detectors, not mesh backpacks, but an extension of the partnership you are building — law enforcement officers in schools. Whether as school resource officers (permanently assigned to that school or school cluster), as school system police (again with school-specific assignments), or as community policing officers who work with the school as resources to various school classes and projects, they are making a difference. Officers at school, not as enforcers but as helpers and problem solvers, can spot trouble and help identify preventive solutions or needed interventions, build positive relationships with students and staff, and offer counseling and access to community resources. These officers, especially if they are regularly at one school, get to know children's personal situations and their normal behaviors, all of which help in spotting and heading off trouble.

___ **Set forth both positive expectations and clear rules for students.** Make penalties clear up front. Make sure that all students and their parents know about the rules and have opportunities to get questions answered. Post rules widely, including via the school newspaper and World Wide Web site.

___ **Draw up student contracts** for specified improvements in behavior and agreed-upon actions if the contract is not honored.

___ **Insist that all students put outerwear** (jackets, coats, sweaters, and similar outer clothing that could conceal weapons) **in their lockers during school hours.**

___ **Require that all students wear shirts tucked in,** to help prevent hidden weapons being brought into classrooms.

___ **Develop and enforce dress codes that ban gang-related and gang-style clothing;** consider establishing a prescribed standard or style of dress or instituting a policy of school uniforms.

___ **Conduct random searches of classrooms for weapons and other contraband.** Consider requiring that backpacks, duffles, and tote bags be mesh or transparent so students, teachers, and others can see what's inside.

___ **Make it clear that any gang or gang-like behavior in school will immediately involve severe sanctions.** Work with police gang experts to track potential trouble and troublemakers.

___ **Establish a policy of positive identification.** Administrators, teachers, staff, and students wear photo ID badges; visitors must wear appropriate IDs that are issued only at a central location. Authorize police officers as well as school staff to question and detain trespassers without proper IDs.

___ **Develop resource lists** to distribute to teachers and law enforcement officers that provide referral services for students who are angry, depressed, or otherwise under stress.

___ **Deny students the permission to leave school for lunch and other non-school related business.** This is an inexpensive but effective strategy to keep conflicts that start off campus from entering the school and to prevent access to drugs and alcohol acquired off campus.

___ **Enforce drug-free and gun-free zones.** Ensure that all areas of the perimeter are appropriately posted. Share authority and responsibility for this task between school staff and police.

___ **Ban beepers, headphones, and cellular phones on school property.**

___ **Ensure that pay phones with no-charge access to emergency services are strategically placed in and around the building.**

___ **Ensure that graffiti is removed as soon as it appears.**

B. Training and Public Education

___ **Train staff of the school as well as police in working together to handle emergencies and crises.** Consider asking some of the parents and the more mature students (in high school settings) to take this training as well.

___ **Train staff and students in how to effectively take reports from students** of activity causing suspicion or concern and how to ensure that the reports are properly followed up.

___ **Train teachers on how to break up fights with minimal risk** and on how to handle the situation if a student brings a weapon, especially a firearm, to school.

___ **Train staff and police officers in anger management skills** and how to teach them to students. Infuse the concepts into all academic areas.

___ **Develop an outreach education and "refresher course" in school rules.** Remind students and parents throughout the year of expectations. Make this a learning opportunity as well as a statement of policies.

___ **Make certain that all teachers and other school staff as well as any law enforcement officers who work with youth know warning signs of youth who are troubled or troubling** and know how to effectively refer youth to a number of community resources that can help them.

___ **Share with staff, students, and parents your school's progress.** Celebrate milestones and work together for more progress.

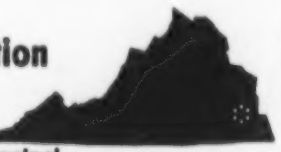
___ **Hold parent meetings to discuss indicators of risk.** Develop trainings and parenting skill classes to help parents communicate the dangers of violence and drug abuse to their children and sharpen their own skills in dealing with their children's problems. Include police and school staff in these sessions.

___ **Talk to parents about the importance of safely storing and securing all guns** (and storing and locking ammunition separately). Discuss the dangers that such weapons present, even if secured. Explain potential parental liability. Include both school and police staffs in these meetings.

___ **Make sure students know which school personnel or student peers they can approach if they are angry, depressed, or need help working through a problem.**

___ **Encourage your PTA/PTO to have parents read regularly to their children.** Education studies show that a 1/2 hour a day of reading can increase skills and positive connections to the family. Those children positively connected are less likely to get into trouble.

Partners in Truancy Prevention



In Newport News, Virginia, the police-principal partnership has become truly operational. Principals (or assistant principals or counselors) join officers in patrolling the city between 10:00 a.m. and 2:00 p.m. every school day to locate truant youth and return them to their schools. The schools all agree to have a key staff member receive any truants and to assess immediately the appropriate intervention. The school and law enforcement personnel get to know each other better; fewer youth roam the streets during school hours; and attendance is up.

C. PROGRAMS

___ **Involve teens,** who can be a wonderful resource, in designing and running programs such as mediation, mentoring, peer assistance, school crime watch, and graffiti removal programs.

___ **Invest students in maintaining a good learning environment.** A teen court can either try minor offenses or determine punishments for those who have pleaded guilty to violations of either school rules or community laws

___ **Develop anonymous reporting systems** that let students share crime-related information in ways that do not expose them to retaliation.

___ **Create a suggestion box** for students to offer ideas about reducing violence, drugs, or other crimes at school. Be sure to provide some sort of public feedback for credibility.

___ **Set up a "red flag" system** to ensure that reports about students who exhibit warning signs of violence or self-destructive behavior, whether from peers, faculty, police, or parents, get immediate attention and help.

___ **Develop** (with social services, youth workers, and others) **a comprehensive truancy prevention effort** that engages police as well as school staff in making it clear that school attendance laws will be enforced.

___ **Conduct periodic safety audits of the school's physical environment.** Examine potential trouble spots for unsupervised access, for vandalism, for students to be outside of reasonable supervision, and for congestion that can lead to tensions. If your school has a high incidence of violence, has many remote entrances, or has frequent visitors, you may want to restrict access to the building. Remember to investigate major routes to and from school for possible problem areas!

___ **Work with community mental health, substance abuse counselors, the faith community, and other practitioners** (check local bar associations and medical associations) to make sure that students, faculty, and staff know about a variety of resources that can help troubled students.

___ **Create a "Safe Haven" campaign with parent organizations.** Ask parents to sign pledges that when children visit their homes, no child will be exposed to the presence of guns or drugs.

___ **Start a "Safe Pathways" program.** For thirty minutes before and after school, police officers walk with kids.

___ **Provide adequate security at all school events taking place after school hours.** Remember that students' exuberance should not be an excuse for otherwise unacceptable behavior. Make that policy and consequences for violations clear before the event.

___ **Invite the juvenile probation staff to set up an office in your school** and either visit regularly or staff the office full-time.

___ **Establish emergency intervention teams** that include students, teachers, and counselors. Involve parents if possible. Train the teams in emergency management, crisis and grief counseling, and related skills. Run drills and mock emergencies.

___ **Build and sustain an educational environment that is inclusive.** Students who feel bias or prejudice because of race, gender, religion, or sexual preference can, over time, take their anger out on the institutions they view as responsible.

___ **Provide access to (or even sponsor) support groups for children already facing stress** (children of alcoholics, victims of violence, those overcoming substance abuse, and victims of child abuse, for example).

Joint Use, Joint Planning, Shared Funding

Schools that are major community assets grew out of an Elgin, Illinois, partnership started by the chief of police but readily shared with school and other community agencies. Rather than build major after-school centers, Elgin authorities contribute to school construction costs to ensure that gymnasiums and related facilities will be large enough to accommodate after-school programming. Results include more and better facilities for both the schools and the after-school programs and lower costs for all.

___ **Ensure that security and safety factors are fully considered in siting, designing, and building additional or new facilities.**

___ **Develop joint-use programming.** The Recreation and Parks Department or another community agency can use the building for after-school programs; athletic leagues for youth can provide activities.

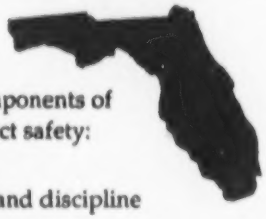
___ **Develop a reliable reporting system** that offers enough detail about incidents to help you identify patterns and areas of special concern. Map incidents to examine whether policy changes are needed.

___ **Establish a Student Assistance Program** that helps young people get help with such problems as substance abuse, violence or anger management, and bullying.

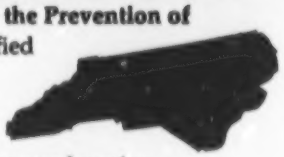
HOW OTHERS HAVE ORGANIZED THEIR WORK

Whether you develop a series of immediate actions such as student picture IDs, closed lunches, or zero-tolerance strategies for weapons, or go on to build a long-term plan, such as school policies related to gang behavior, resource allocations for high-risk students, or placing school resource officers in the building, identifying areas for action helps you recognize and address overlaps, conflicting messages, and missed opportunities. It can also suggest partners you want or need to enlist.

Here are three examples of how others have organized their work.



1. **Florida's Department of Education**[2] suggests ten components of school environment that affect safety:
   - school climate
   - student monitoring and discipline
   - policies and planning
   - prevention and intervention programs
   - leadership and staff development
   - communications
   - facilities
   - transportation
   - partnerships
   - school neighborhood and community.



2. **North Carolina's Center for the Prevention of School Violence**[3] has identified two major categories of approaches:
   - creating a safe and secure learning environment (via such strategic areas as school resource officers and physical design and technology) and
   - empowering students to deal with problems that may arise (via such strategies as law-related education, conflict management, peer mediation, teen/student courts, and anti-violence co-curricular groups).

3. **The National School Safety Center**[4] in its *School Safety Check Book* discusses school safety and security issues under the headings of
   - School climate and discipline
   - School attendance
   - Personal safety
   - School security

RESOURCES

The following is a list of a few of the many groups that can help you prevent school violence. Many of their websites link to those of other groups. Many of their publications provide even more referrals.

American Association of School Administrators
1801 North Moore Street
Arlington, VA 22209
703-528-0700
703-841-1543 (fax)
Website: aasa.org

American Society for Industrial Security
1625 Prince Street
Alexandria, VA 22314
703-519-6200
703-519-6299 (fax)
Website: asisonline.org

Big Brothers Big Sisters of America
230 North 13th Street
Philadelphia, PA 19107
215-567-7000
215-567-0394 (fax)
Website: bbbsa.org

Boys & Girls Clubs of America
1230 West Peachtree Street, NW
Atlanta, GA 30309
404-815-5700
404-815-5789 (fax)
Website: bgca.org

Bureau of Justice Assistance Clearinghouse
PO Box 6000
Rockville, MD 20849-6000
800-688-4252
Website: ncjrs.org

Center for the Study and Prevention of Violence
Institute of Behavioral Science,
University of Colorado
Campus Box 439, Building #10
Boulder, CO 80309-0439
303-492-8465
303-443-3297 (fax)
Website: colorado.edu/CSPV

Community Policing Consortium
1726 M Street, NW, #801
Washington, DC 20036
202-833-3305
202-833-9295 (fax)
Website: communitypolicing.org

Educational Resources Information Clearinghouse
2277 Research Boulevard
Mailstop 6L
Rockville, MD 20850
800-LET ERIC
Website: accesseric.org:81

International Association of Chiefs of Police
515 North Washington Street, Suite 400
Alexandria, VA 22314-2357
703-836-6767
703-836-4543 (fax)
Website: theiacp.org

Juvenile Justice Clearinghouse
PO Box 6000
Rockville, MD 20849-6000
800-638-8736
Website: ncjrs.org

National Association of Elementary School Principals
1615 Duke Street
Alexandria, VA 22314-3483
703-684-3345
703-548-6021 (fax)
Website: naesp.org

National Association of School Resource Officers
PO Box 40
Boynton Beach, FL 33425-0040
888-3INARSO

National Association of Secondary School Principals
1904 Association Drive
Reston, VA 20191-1537
703-860-0200
703-476-5432 (fax)
Website: nassp.org

National Association of Police Athletic Leagues
618 North US Highway 1, Suite 201
North Palm Beach, FL 33408-4609
561-844-1823
561-863-6120 (fax)

National Center for Conflict Resolution Education
110 West Main Street
Urbana, IL 61801
217-384-4118
217-384-4322 (fax)

National Clearinghouse on Alcohol and Drug Information
PO Box 2345
Rockville, MD 20847-2345
301-468-2600
Website: health.org

National Clearinghouse on Families and Youth
PO Box 13505
Silver Spring, MD 20911-3505
301-608-8098
301-608-8721 (fax)
Website: ncfy.com

National Crime Prevention Council
1700 K Street, NW, Second Floor
Washington, DC 20006-3817
202-466-6272
202-296-1356 (fax)
Website: ncpc.org

National Center for Injury Prevention and Control Office of Communication Resources
Mailstop K65
4770 Buford Hwy, NE
Atlanta, GA 30341-3724
770-488-1506
770-488-1667 (fax)
Website: cdc.gov/ncipc/

National Institute for Dispute Resolution
1726 N Street, NW, Suite 500
Washington, DC 20036
202-667-9700
202-466-4769 (fax)
Website: nidr.org

National Peer Helpers Association
PO Box 2684
Greenville, NC 27836-0684
252-522-3959
Website: www.peerhelping.org

National School Safety Center
141 Duesenberg Drive, Suite 11
Westlake Village, CA 91362
805-373-9977
805-373-9277 (fax)
Website: nssc1.org

National Sheriffs' Association
1450 Duke Street
Alexandria, VA 22314
703-836-7827
703-683-6541 (fax)
Website: www.sheriff.org

National Youth Gang Information Center Institute for Intergovernmental Research
PO Box 12729
Tallahassee, FL 32317
800-446-0912
850-386-5356 (fax)
Website: iir.com/nygc/

Safe and Drug-Free Schools Program Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-6123
202-260-3954
202-260-7767 (fax)
Website: ed.gov/offices/OESE/SDFS

Street Law, Inc.
1600 K Street, NW, Suite 602
Washington, DC 20006
202-293-0088
202-293-0089 (fax)
Website: streetlaw.org

Teens, Crime, and the Community
c/o NCPC, 1700 K Street, NW
Second Floor
Washington, DC 20006-3817
202-466-6272, x152 or 161
202-296-1356 (fax)
Website: nationaltcc.org

U.S. Department of Education
Special Education and Rehabilitative Services
Room 3131 Mary E. Switzer Building
Washington, DC 20202-2524
202-205-5507
Website: ed.gov/offices/OSERS/OSEP

Youth Crime Watch of America
9300 South Dadeland Boulevard
Suite 100
Miami, FL 33156
305-670-2409
305-670-3805 (fax)
Website: ycwa.org

Youthinfo (website on adolescence-related issues)
U.S. Department of Health and Human Services
Website: youth.os.dhhs.gov/

Endnotes

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2. Florida Department of Education. *Achieving Goal 5: School Safety Assessment Materials.* Tallahassee, FL: Florida Department of Education. August 1994.

3. Center for Prevention of School Violence. *Safe Schools Pyramid.* World Wide Web: http://www2.ncsu.edu/ncsu/cep/PreViolence/pyrfull.html viewed July 22, 1998.

4. National School Safety Center. *School Safety Check Book.* 1988. Malibu, CA: Pepperdine University Press. 1998.

READINGS

This list highlights just a few of the more recent documents that offer ideas about programs and strategies that can help reduce or prevent violence in schools, as well as information on the problem. They in turn offer referrals to still more sources of information and ideas. Many of the organizations listed above will send free catalogs listing their publications.

Arnette, June and Marjorie C. Walsleben. *Combating Fear and Restoring Safety in Schools*. Washington, DC: Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Department of Justice. April 1998. (NCJ 167888).

Crawford, Donna and Richard Bodine. *Conflict Resolution Education: A Guide to Implementing Programs in Schools, Youth-Serving Organizations, and Community and Juvenile Justice Settings*. Washington, DC: Office of Juvenile Justice and Delinquency Prevention, U. S. Department of Justice and Office of Safe and Drug-Free Schools, U.S. Department of Education. 1996. (NCJ 160935).

Donohue, Elizabeth, Vincent Schiraldi, and Jason Ziedenberg. *School House Hype: School Shootings and the Real Risk Kids Face in America*. Washington, DC: Justice Policy Institute, Center on Juvenile and Criminal Justice. 1998.

Drug Strategies, Inc. *Safe Schools, Safe Students: A Guide to Violence Prevention Strategies*. Washington, DC: Drug Strategies, Inc. 1998.

Elliott, Dr. Delbert. *Violence in American Schools: A New Perspective*.. New York, NY: Cambridge University Press. 1998.

Heaviside, Sheila, Cassandra Rowand, Catrina Williams, and Elizabeth Farris. *Violence and Discipline Problems in U.S. Public Schools: 1996-1997*. Washington, DC: National Center for Education Statistics, U.S. Department of Education. March 1998. (NCES 98-030).

International Association of Chiefs of Police. *Reducing Gun and Other Violence in Schools*. Alexandria, VA: International Association of Chiefs of Police. 1995.

_____. *Summit on Youth Violence*. Alexandria, VA: International Association of Chiefs of Police. 1996.

Kenney, Dennis J. and T. Steuart Watson. *Crime in the Schools: Reducing Fear and Disorder with Student Problem Solving*. Washington, DC: Police Executive Research Forum. 1998.

Lockwood, Daniel. *Violence Among Middle School and High School Students: Analysis and Implications for Prevention*. Washington, DC: National Institute of Justice, Office of Justice Programs, U.S. Department of Justice. 1997. (NCJ 166363).

National Crime Prevention Council. *Helping Kids Handle Conflict: A Guide for Those Teaching Children*. Washington, DC: National Crime Prevention Council. 1995.

_____. *Keeping Kids Safe: A Kit for Caring Communities*. Washington, DC: National Crime Prevention Council. 1997.

_____. *Talking With Youth About Prevention: A Teaching Guide for Law Enforcement and Others*. Washington, DC: National Crime Prevention Council. Updated 1997.

Peterson, Suni and Ronald L. Straub. *School Crisis Survival Guide*. West Nyack, NY: Center for Applied Research in Education. 1992.

Stephens, Ronald D. *Safe Schools: A Handbook for Violence Prevention*. National Education Service. 1995.

U.S. Department of Education and U.S. Department of Justice. *Creating Safe and Drug-Free Schools: An Action Guide*. Washington, DC. 1996. Electronically available through http://www.ed.gov or http://www.ncjrs.org/ojjhome.htm, or by calling 800-624-0100.

Wheeler, Eugene D. and S. Anthony Baron. *Violence in Our Schools, Hospitals, and Public Places: A Prevention and Management Guide*. Ventura, CA: Pathfinder Publishers. 1993.

Zimmer, Judy, Terrence W. Modglin, and Jean F. O'Neil. *Teens, Crime, and the Community: Education and Action for Safer Schools and Communities, Third Edition*. Cincinnati, OH: West Educational Publishing (a Thomson International company). 1998.

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APPENDIX A

Dear Caring Adult:

As we begin a new school year, the administration and teaching staff of (name of school) and (name of police department) are committed to providing a safe and secure environment for your children. The shootings in West Paducah, Kentucky; Jonesboro, Arkansas; Pearl, Mississippi; Springfield, Oregon; and Bethel, Alaska, during the 1997-98 school year created a climate of fear in many communities. We are taking every possible step to prevent such incidents from happening at (name of school). A number of new policies will give students a better chance to learn in a violence-free environment. These policies have been developed with student, faculty, administration, and community input and are available for review at your request.

We intend to communicate clearly that violence is wrong; teach kids how to settle conflicts without resorting to violence; and take a serious look now—not after the next tragedy—at how youth gain access to weapons. We cannot do this alone; we need your help. If you have guns in your home, please be sure they are safely stored and secured, locked and unloaded, and kept away from children. It is our intention to fairly administer all policies and procedures related to the possession of firearms and other weapons. If it is illegal out of school, it will be illegal in your child's school. The school district will seek the prosecution of any students found in possession of firearms and those students will be expelled from the school. Please reinforce these policies with your children. It is for their safety and our security that such policies will be enforced. For children experiencing difficulties such as depression or controlling anger, every effort will be made to provide assistance to them.

You are the best observer of your child's behavior. Therefore, please watch for the following signs that could indicate the potential risk of crime, violence, or drug abuse:

- Grades begin to fall off
- Child spends a lot of time alone (depression)
- Sudden change in clothing or style of dress
- Shortened temper and sudden outbursts of anger
- Threats of violence to self or others
- History of bullying
- Expressions of violence in drawings and writings
- Persistent disregard for or refusal to follow rules
- Change in friends
- Cruelty to animals
- Access to large amounts of cash
- Fascination with weapons
- Involvement with or interest in gangs

No single indicator should be reason for alarm or concern, especially with adolescents. However, multiple indicators may suggest potential risk. If you have a concern, please call your family physician or school counselor. Also inform any other adults to whom your child is close. Students in need of help will be given every opportunity to receive those services at school or in the community.

Most importantly—keep the lines of communication open and know where your children are at all times. Visit with the parents or guardians of your children's friends and, if they have guns, urge them to keep weapons stored, secured, locked, unloaded, and away from children.

We are excited about this school year. Schools are for children, and your children should have every opportunity to learn in a safe environment. If you wish to volunteer or to serve on a safe school committee, please feel free to call the principal's office. Encourage your children to volunteer and become part of the total school environment. We look forward to a great and safe year with your help!

Sincerely,

Principal

Sincerely,

Chief of Police

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Stopping School Violence

A Dozen Things

1 Parents

2 Students

3 Teachers

4 Law Enforcement

5 Principals

6 The Rest of Us

Can Do...

The mix has become appallingly predictable: volcanic anger, no skills to vent the anger or ease the pain, no trusted adult to turn to, and accessibility of firearms. Result: dead and wounded students, faculty, and staff at schools in all parts of our nation. We can all help prevent these tragedies in three ways: violence prevention (not reaction) programs in every community; young people taught by all of us how to manage anger and handle conflicts peaceably; and guns kept out of the hands of unsupervised kids and treated as hazardous consumer products.

But the relatively small number of school-site homicides is only the tip of an iceberg that could cost our children their futures and our communities their civic health. Violence in our schools—whether it involves threats, fist fights, knives, or firearms—is unwarranted, and intolerable. Children deserve a safe setting to learn in. Teachers and staff deserve a safe place to work in. Communities deserve safe schools that educate kids and help keep neighborhoods safer.

For some schools, violence may be a minor issue; for others, it may be a daily presence. Though the most extreme forms of violence are rare, the threat of all kinds of violence can keep students away from school, prevent them from going to after-school events, and leave them in fear every day.

To make our schools safer, everyone can and must pitch in—teachers, parents, students, policy makers, law enforcement officers, business managers, faith leaders, civic leaders, youth workers, and other concerned community residents. Each of us can do something to help solve the problem. And it's a problem we all must solve.

What can you do to stop school violence? Here are six starter lists of ideas. Some require only individual action; some require concerted effort. Some address immediate issues like kids bringing weapons to school; others address the problems that cause violence. Consider these lists a launching pad. There's lots more that can be done. We've listed resources that can provide even more ideas and help in carrying them out.

On your own, with a group, with your child, with a classroom full of children—whatever you do, there's something here you can do. Anything you do will help.

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Parents Can...

help stop school violence with this starter list of ideas. Some require only individual action; some require concerted effort. Some address immediate issues; others address the problems that cause violence. Consider this list a launching pad—there's lots more that can be done. Check the resource section for places to contact for more ideas and help in carrying them out.

1 Recognize that keeping firearms in your home may put you at legal risk as well as exposing you and your family to physical risk. In many states, parents can be held liable for their children's actions, including inappropriate use of firearms. If you do choose to keep firearms at home, ensure that they are securely locked, that ammunition is locked and stored separately, and that children know weapons are never to be touched without your express permission and supervision.

2 Take an active role in your children's schools. Talk regularly with teachers and staff. Volunteer in the classroom or library, or in after-school activities. Work with parent-teacher-student organizations.

3 Act as role models. Settle your own conflicts peaceably and manage anger without violence.

4 Listen to and talk with your children regularly. Find out what they're thinking on all kinds of topics. Create an opportunity for two-way conversation, which may mean forgoing judgments or pronouncements. This kind of communication should be a daily habit, not a reaction to crisis.

5 Set clear limits on behaviors in advance. Discuss punishments and rewards in advance, too. Disciplining with framework and consistency helps teach self-discipline, a skill your children can use for the rest of their lives.

6 Communicate clearly on the violence issue. Explain that you don't accept and won't tolerate violent behavior. Discuss what violence is and is not. Answer questions thoughtfully. Listen to children's ideas and concerns. They may bring up small problems that can easily be solved now, problems that could become worse if allowed to fester.

7 Help your children learn how to examine and find solutions to problems. Kids who know how to approach a problem and resolve it effectively are less likely to be angry, frustrated, or violent. Take advantage of "teachable moments" to help your child understand and apply these and other skills.

8 Discourage name-calling and teasing. These behaviors often escalate into fist fights (or worse). Whether the teaser is violent or not, the victim may see violence as the only way to stop it.

9 Insist on knowing your children's friends, whereabouts, and activities. It's your right. Make your home an inviting and pleasant place for your children and their friends; it's easier to know what they're up to when they're around. Know how to spot signs of troubling behavior in kids—yours and others (see page viii).

10 Work with other parents to develop standards for school-related events, acceptable out-of-school activities and places, and required adult supervision. Support each other in enforcing these standards.

11 Make it clear that you support school policies and rules that help create and sustain a safe place for all students to learn. If your child feels a rule is wrong, discuss his or her reasons and what rule might work better.

12 Join up with other parents, through school and neighborhood associations, religious organizations, civic groups, and youth activity groups. Talk with each other about violence problems, concerns about youth in the community, sources of help to strengthen and sharpen parenting skills, and similar issues.

1 Refuse to bring a weapon to school, refuse to carry a weapon for another, and refuse to keep silent about those who carry weapons.

2 Report any crime immediately to school authorities or police.

3 Report suspicious or worrisome behavior or talk by other students to a teacher or counselor at your school. You may save someone's life.

4 Learn how to manage your own anger effectively. Find out ways to settle arguments by talking it out, working it out, or walking away rather than fighting.

5 Help others settle disputes peaceably. Start or join a peer mediation program, in which trained students help classmates find ways to settle arguments without fists or weapons.

6 Set up a teen court, in which youths serve as judge, prosecutor, jury, and defense counsel. Courts can hear cases, make findings, and impose sentences, or they may establish sentences in cases where teens plead guilty. Teens feel more involved and respected in this process than in an adult-run juvenile justice system.

7 Become a peer counselor, working with classmates who need support and help with problems.

8 Mentor a younger student. As a role model and friend, you can make it easier for a younger person to adjust to school and ask for help.

9 Start a school crime watch. Consider including a student patrol that helps keep an eye on corridors, parking lots, and groups, and a way for students to report concerns anonymously.

10 Ask each student activity or club to adopt an anti-violence theme. The newspaper could run how-to stories on violence prevention; the art club could illustrate costs of violence. Career clubs could investigate how violence affects their occupational goals. Sports teams could address ways to reduce violence that's not part of the game plan.

11 Welcome new students and help them feel at home in your school. Introduce them to other students. Get to know at least one student unfamiliar to you each week.

12 Start (or sign up for) a "peace pledge" campaign, in which students promise to settle disagreements without violence, to reject weapons, and to work toward a safe campus for all. Try for 100% participation.

Students Can...

help stop school violence with this starter list of ideas. Some require only individual action; some require concerted effort. Some address immediate issues; others address the problems that cause violence. Consider this list a launching pad—there's lots more that can be done. Check the resource section for places to contact for more ideas and help in carrying them out.

Teachers Can...

help stop school violence with this starter list of ideas. Some require only individual action; some require concerted effort. Some address immediate issues; others address the problems that cause violence. Consider this list a launching pad—there's lots more that can be done. Check the resource section for places to contact for more ideas and help in carrying them out.

1. Report to the principal as quickly as possible any threats, signs of or discussions of weapons, signs of gang activity, or other conditions that might invite or encourage violence.

2. With help from students, set norms for behavior in your classroom. Refuse to permit violence. Ask students to help set penalties and enforce the rules.

3. Regularly invite parents to talk with you about their children's progress and any concerns they have. Send home notes celebrating children's achievements.

4. Learn how to recognize the warning signs that a child might be headed for violence and know how to tap school resources to get appropriate help (see page viii).

5. Encourage and sponsor student-led anti-violence activities and programs ranging from peer education to teen courts to mediation to mentoring to training.

6. Offer to serve on a team or committee to develop and implement a Safe School Plan, including how teachers should respond in emergencies.

7. Firmly and consistently but fairly enforce school policies that seek to reduce the risk of violence. Take responsibility for areas outside as well as inside your classroom.

8. Insist that students not resort to name-calling or teasing. Encourage them to demonstrate the respect they expect. Involve them in developing standards of acceptable behavior.

9. Teach with enthusiasm. Students engaged in work that is challenging, informative, and rewarding are less likely to get into trouble.

10. Learn and teach conflict resolution and anger management skills. Help your students practice applying them in everyday life. Discuss them in the context of what you teach.

11. Incorporate discussions on violence and its prevention into the subject matter you teach whenever possible.

12. Encourage students to report crimes or activities that make them suspicious.

1 Get to know students in non-confrontational settings. Help them see you as a mentor, peace keeper, and problem solver, not just as an enforcer.

2 Develop a formal memorandum of understanding with the school about handling complaints, criminal events, and other calls for service. Volunteer to serve on the school's Safe School planning team.

3 Offer to train teachers, staff, and students in personal safety. Work with students to help present these trainings.

4 Help students learn about the costs of violence to their community—financial, social, and physical. Link them with others in the community who are affected by violence to help them understand its lasting impacts.

5 Provide accurate information about your state's juvenile and criminal justice systems and what happens to youth who are arrested because they've been involved in violence. Explain the kinds of help available to young people who are in distress or who are victims of crime

6 If you are qualified in crime prevention through environmental design, offer to help school staff perform a security survey of the school building, identifying lighting needs, requirements for locks and other security devices, areas where physical changes to the building could increase safety, and needs for pruning or other landscaping changes. Share training opportunities through your department with school security personnel.

7 Work to include school administrators, staff, and students in existing prevention action against gangs, weapons, and other threats.

8 Consider starting a school resource officer program, in which a law enforcement officer is assigned to a school to work with the students, provide expertise to teachers on subjects in which they are qualified, help address school problems that can lead to violence, provide personal safety training for students, and the like.

9 Work with school attendance officers to identify truants and return them to school or to an alternate facility.

10 Develop links with parents through parent-teacher associations and other groups; educate them on violence prevention strategies and help them understand the importance of their support.

11 Work with community groups to put positive after-school activities in place throughout the community and for all ages.

12 Together with principals and parents, start safe corridor programs and block parent programs to make the trip to and from school less worrisome for students. Help with efforts to identify and eliminate neighborhood trouble spots; using community policing and problem-solving principles.

Law Enforcement Can...

help stop school violence with this starter list of ideas. Some require only individual action; some require concerted effort. Some address immediate issues; others address the problems that cause violence. Consider this list a launching pad—there's lots more that can be done. Check the resource section for places to contact for more ideas and help in carrying them out.

Principals Can...

help stop school violence with this starter list of ideas. Some require only individual action; some require concerted effort. Some address immediate issues; others address the problems that cause violence. Consider this list a launching pad—there's lots more that can be done. Check the resource section for places to contact for more ideas and help in carrying them out.

1 Establish "zero tolerance" policies for weapons and violence. Spell out penalties in advance. Adopt the motto "If it's illegal outside school, it's illegal inside." Educate students, parents, and staff on policies and penalties. Include a way for students to report crime-related information that does not expose them to retaliation.

2 Establish a faculty-student-staff committee to develop a Safe School Plan. Invite law enforcement officers to be part of your team. Policies and procedures for both day-to-day operations and crisis handling should cover such subjects as identifying who belongs in the building, avoiding accidents and incidents in corridors and on school grounds, reporting weapons or concerns about them, working in partnership with police; following up to ensure that troubled students get help.

3 Work with juvenile justice authorities and law enforcement officers on how violence, threats, potentially violent situations, and other crimes will be handled. Meet regularly to review problems and concerns. Develop a memorandum of understanding with law enforcement on access to the school building, reporting of crimes, arrests, and other key issues.

4 Offer training in anger management, stress relief, mediation, and related violence prevention skills to staff and teachers. Help them identify ways to pass these skills along to students. Make sure students are getting training.

5 Involve every group within the school community—faculty, professional staff, custodial staff, students, and others—in setting up solutions to violence. Keep lines of communication open to all kinds of student groups and cliques.

6 Develop ways to make it easier for parents to be involved in the lives of their students. Provide lists of volunteer opportunities; ask parents to organize phone trees; hold events on weekends as well as week nights. Offer child care for younger children.

7 Work with community groups and law enforcement to create safe corridors for travel to and from school; even older students will stay home rather than face a bully or some other threat of violence. Help with efforts to identify and eliminate neighborhood trouble spots.

8 Reward good behavior. Acknowledging students who do the right thing, whether it's settling an argument without violence or helping another student or apologizing for bumping into someone helps raise the tone for the whole school.

9 Insist that your faculty and staff treat each other and students the way they want to be treated—with respect, courtesy, and thoughtfulness. Be the chief role model.

10 Develop and sustain a network with health care, mental health, counseling, and social work resources in your community. Make sure that teachers, counselors, coaches, and other adults in the school know how to connect a needy student with available resources.

11 Ensure that students learn violence prevention techniques throughout their school experience. Don't make it a one-time thing. Infuse the training into an array of subjects. Draw from established, tested curricula whenever possible.

12 Consider establishing such policies as mandatory storage of outerwear in lockers (to reduce chances of weapons concealment), mesh or clear backpacks and duffle bags (to increase visibility of contraband); and limited entry access to the building (to reduce inappropriate visitors).

1 Adopt a school. Help students, faculty, and staff to promote a sense of community in the school and with the larger community through involvement in a wide range of programs and activities.

2 Help to strengthen links between school services and the network of community services that can help students and families facing problems.

3 Join with school and law enforcement in creating and sustaining safe corridors for students traveling to and from school. Help with efforts to identify and eliminate neighborhood trouble spots.

4 Help students through such opportunities as job skills development, entrepreneurship opportunities, and internships.

5 Encourage employees to work with students in skills training, youth group leadership, mentoring, coaching, and similar one-to-one and small group activities. Make your facilities available for these activities when possible.

6 Provide anger management, stress relief, and conflict resolution training for your employees. They can help build an anti-violence climate at home, at school, and in the community. You might gain a more productive working environment, too!

7 Speak up in support of funding and effective implementation of programs and other resources that help schools develop an effective set of violence prevention strategies.

8 Offer your professional skills in educating students on costs and effects of violence in the community (including their school). Public health personnel, trauma specialists, defense and prosecuting attorneys, and judges are among those with important messages to deliver.

9 Help employees who are parents to meet with teachers by providing flexible hours or time off; encourage employee involvement in sponsoring or coaching students in school and after-school activities.

10 Develop an anti-violence competition, including speech, dance, painting, drawing, singing, instrumental music, acting, play-writing, and other creative arts. Get youth to help suggest prizes. Make it a community celebration.

11 Report crimes or suspicious activities to police immediately. Encourage employees and families to do the same.

12 Establish business policies that explicitly reject violent behavior by employees or others on the premises.

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1700 K Street, NW, Second Floor
Washington, DC 20006
202-466-6272
www.weprevent.org

The Rest of Us Can...

help stop school violence with this starter list of ideas. Some require only individual action; some require concerted effort. Some address immediate issues; others address the problems that cause violence. Consider this list a launching pad—there's lots more that can be done. Check the resource section for places to contact for more ideas and help in carrying them out.

Watch for Signs

Take Action

Know signs that kids are troubled and know how to get them help.

- lack of interest in school
- absence of age-appropriate anger control skills
- seeing self as always the victim
- persistent disregard for or refusal to follow rules
- cruelty to pets or other animals
- artwork or writing that is bleak or violent or that depicts isolation or anger
- talking constantly about weapons or violence
- obsessions with things like violent games and TV shows
- depression or mood swings
- bringing a weapon (any weapon) to school
- history of bullying
- misplaced or unwarranted jealousy
- involvement with or interest in gangs
- self-isolation from family and friends
- talking about bringing weapons to school

The more of these signs you see, the greater the chance that the child needs help. If it's your child and he or she won't discuss these signs with you, see if a relative, a teacher, a counselor, a religious leader, a coach, or another adult can break the ice.

Get help right away. Talk with a counselor, mental health clinic, family doctor, a psychologist, religious leader, the school's dean of students, or the office of student assistance. The faster you find help, the more likely the problem can be resolved.

Not your child? Recognizing these signs in any child should set off alarm bells for any community member. If you know a child well enough to notice these changes, constructively express concern to the parent(s), who may already be taking action and would welcome your support. If parents appear disinterested, speak to the child's teacher or counselor.

RESOURCES

This is a brief list of just a few of the many groups and agencies that can help you stop school violence. Many of their websites link to those of other groups. Many of their publications provide even more referrals.

Big Brothers Big Sisters of America
230 North 13th Street
Philadelphia, PA 19107
215-567-7000
215-567-0394 (fax)
Website: bbbsa.org

Boys & Girls Clubs of America
1230 West Peachtree Street, NW
Atlanta, GA 30309
404-815-5700
404-815-5789 (fax)
Website: bgca.org

Bureau of Justice Assistance Clearinghouse
PO Box 6000
Rockville, MD 20849-6000
800-688-4252
Website: ncjrs.org
Center for the Study and Prevention of Violence

Institute of Behavioral Science, University of Colorado
Campus Box 442, Building #10
Boulder, CO 80309-0442
303-492-8465
303-443-3297 (fax)
Website: colorado.edu/CSPV

Educational Resources Information Clearinghouse
National Library of Education
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-0498
800-LET ERIC
Website: aspensys.com/eric

Juvenile Justice Clearinghouse
PO Box 6000
Rockville, MD 20849-6000
800-638-8736
Website: ncjrs.org

National Association of Police Athletic Leagues
618 North US Highway 1, Suite 201
North Palm Beach, FL 33408
561-844-1823
561-863-6120 (fax)

National Center for Conflict Resolution Education
Illinois Institute for Dispute Resolution
110 West Main Street
Urbana, IL 61801
217-384-4118
217-384-8280 (fax)

National Clearinghouse on Alcohol and Drug Information
PO Box 2345
Rockville, MD 20852
301-468-2600
Website: health.org

National Crime Prevention Council
1700 K Street, NW, Second Floor
Washington, DC 20006-3817
202-466-6272
202-296-1356 (fax)
Website: ncpc.org

National Injury Control and Prevention Center
Centers for Disease Control and Prevention
1600 Clifton Road, NE
Atlanta, GA 30333
404-693-3311
404-639-1628 (fax)
Website: cdc.gov/ncic/

National Institute for Dispute Resolution
1726 M Street, NW, Suite 500
Washington, DC 10036
202-466-4764
202-466-4769 (fax)
Website: nidr.org

National PTA
330 North Wabash Avenue, Suite 2100
Chicago, IL 60611
312-670-6782
Website: pta.org

National School Safety Center
4165 Thousand Oaks Boulevard, Suite 290
Westlake Village, CA 91362
805-373-9977
805-373-9277 (fax)
Website: nsscl.org

National Youth Gang Information Center
Institute for Intergovernmental Research
PO Box 12729
Tallahassee, FL 33217
850-385-0600
850-386-5356 (fax)
Website: intranet.iir.com/nygc/

Safe and Drug-Free Schools Program
Office of Elementary and Secondary Education
U.S. Department of Education
Portals Building, 600 Independence Avenue, NW
Washington, DC 20202-6123
202-260-3954
202-260-7767 (fax)
Website: ed.gov/offices/OESE/SDFS

Street Law, Inc.
918 16th Street, NW, Suite 600
Washington, DC 20006-2902
202-293-0088
202-293-0089 (fax)
Website: streetlaw.org

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c/o NCPC, 1700 K Street, NW, Second Floor
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202-466-6272, x153 or 161
202-296-1356 (fax)
Website: nationalsafecc.org

Youth Crime Watch of America
9300 South Dadeland Boulevard, Suite 100
Miami, FL 33156
305-670-2409
305-670-3805 (fax)
Website: ycwa.org

Youthinfo (website on adolescence-related issues)
U.S. Department of Health and Human Services
Website: http://youth.os.dhhs.gov/

Readings

This list highlights just a few of the more recent documents that offer ideas about programs and strategies that can help reduce or prevent violence in schools, as well as information on the problem. They in turn offer referrals to still more sources of information and ideas. Many of the organizations listed above will send free catalogs listing all their publications.

Arnette, June and Marjorie C. Walsleben. *Combating Fear and Restoring Safety in Schools.* Washington, DC: Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Department of Justice. April 1998. (NCJ 167888).

Drug Strategies, Inc. *Safe Schools, Safe Students: A Guide to Violence Prevention Strategies.* Washington, DC: Drug Strategies, Inc. 1998.

Henriside, Sheila, Cassandra Rowand, Corina Williams, and Elisabeth Farris. *Violence and Discipline Problems in U.S. Public Schools: 1996–1997.* Washington, DC: National Center for Education Statistics, U.S. Department of Education. March 1998. (NCES 98-030).

Kenney, Dennis J. and T. Stewart Watson. *Crime in the Schools: Reducing Fear and Disorder with Student Problem Solving.* Washington, DC: Police Executive Research Forum. 1998.

Lockwood, Daniel. *Violence Among Middle School and High School Students: Analysis and Implications for Prevention.* Washington, DC: National Institute of Justice, Office of Justice Programs, U.S. Department of Justice. 1997. (NCJ 166363)

U.S. Department of Education and U.S. Department of Justice. *Creating Safe and Drug-Free Schools: An Action Guide.* Washington, DC. 1996. Electronically available through http://www.ed.gov or http://www.ncjrs.org/ojjhome.htm, or by calling 800-624-0100.

Zimmer, Judy, Terrence W. Medaglin, and Jean F. O'Neil. *Teens, Crime, and the Community: Education and Action for Safer Schools and Communities, Third Edition.* Cincinnati, OH: West Educational Publishing (a Thomson International company). 1998.

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